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ABSTRACT

In 1983-84, Roxbury Community College (RCC) received two grants to enhance transfer opportunities for RCC students, institute curricular reforms, and improve articulation with neighboring colleges. The first year achievements of RCC's Transfer Opportunity Program included: (1) projects undertaken by RCC's Faculty Work Group (e.g., the preparation of developmental mathematics modules, the development of a "General Science Concepts" course, the design of a developmental skills program, the pilot testing of a Summer Enrichment Program, and the improvement of faculty advising; (2) a transfer follow-up study; (3) "Life after RCC" transfer workshops; (4) articulation agreements with neighboring private colleges; (5) a summer consultation with local colleges to improve curriculum alignment; and (6) the formation of a transfer opportunities advisory committee and a minority retention consortium. Of the project's six general objectives (i.e., foster curriculum development, decrease student attrition, increase coordination and planning, expand faculty advising responsibility, increase student services assistance, and develop articulation agreements), four were actively pursued and plans for addressing the unfinished objectives and sustaining the curriculum development efforts and other project activities were formulated. Additional detailed information on the Transfer Opportunities Program activities is appended. (EJV)

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ROXBURY COMMUNITY COLLEGE'S TRANSFER OPPORTUNITY PROGRAM:

Narrative Summary

ROXBURY COMMUNITY COLLEGE

Boston, Massachusetts

May 31, 1984

JC 850 263

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INTRODUCTION

Roxbury Community College, Boston's ten-year-old inner city college, received word from the Ford Foundation in Fall 1983 that it was the recipient of one of the 24 grants under the Urban Community College Transfer Opportunities Program (UCCTOP). On December 1, the college hired a half-time project director. One month later, the college was awarded a three-year grant from the Boston-based Jessie B. Cox Charitable Trust to improve articu ation and transfer between RCC and four neighboring colleges.*

The nearly simultaneous awarding of the two grants offered a challenge to Roxbury Community College; that is, What was the most efficacious way to run two programs that promised different activities but shared the same goal of improving transfer opportunities for RCC students?

Rather than rush into both projects' activities, the College decided to consider whether the two projects were complementary enough to be administered as one program. The project director spent the first weeks of January interviewing college personnel--including those who had developed both grant proposals--to determine where project objectives and activities overlapped and where they were distinct. (Appendix A diagrams the goals, objectives and activities of the two projects.)

In consulting with RCC personnel and others outside the College who were familiar with its history and circumstances, several points of consensus emerged.

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*The UCCTOP award was mentioned in the grant proposal to the Cox Charitable Trust. We assume that the UCCTOP award played a role in gaining support from the Cox Charitable Trust, but the extent to which it did so is uncertain.

First: Roxbury Community College Has a Historical Commitment to Transfer Education. Unlike many of the nation's community colleges, RCC is not experiencing a decline in student interest or faculty and administrator commitment to the transfer function. Ninety percent of the graduating classes of 1981 and 1982 expressed intent to transfer; the few career programs offered by the college contain a heavy component of general education; and all non-credit courses are offered through a separate evening college. But what was apparent from the little data available on the subject was that few students carried transfer as far as completion of a baccalaureate degree.

Second: Defining "Successful Transfer." Improving the transfer function at RCC has to mean more than increasing the number of students who complete applications to four-year colleges. We have to define "successful transfer" as having our students accepted for admission, their credits accepted for transfer, their enrollment and satisfactory progress at that college, and their completion of a bachelor's degree.

Third: Academic Underpreparedness. The overriding and almost engulfing challenge to successful transfer is the extent of academic underpreparedness of students attending Roxbury Community College. While the focus of many colleges' efforts to increase transfer may be on improved student services, these programs are generally well-regarded and seldom mentioned as the weak link in bringing about successful transfer of RCC students. What is voiced again and again by those inside and outside the college is the educational privation of its student population. Eighty percent of entering students are determined to require pre-college (remedial) course work in mathematics, English or both. 25-30 percent of the students speak English as their second language and require up to several semesters of English as a Second Language and/or bilingual coursework.

Fourth: Promise of the Private Colleges. In 1982, the Commonwealth of Massachusetts closed Boston State College, a primary transfer institution for RCC students. The two remaining public institutions, the Massachusetts College of Art and the University of Massachusetts at Boston, welcome our students, but articulation with these colleges in the past has not been entirely successful. Efforts are being made by all parties to improve the situation, but in the meantime another avenue with enormous potential for increased transfer has presented itself.

With the specter of enrollment declines looming large and with a growing commitment to Boston's minority population, many of Boston's private colleges are anxious to form partnerships with Roxbury Community College. Over a dozen local private colleges and universities have made overtures to the college in the past six months. Although improved articulation with these institutions should not occur at the expense of public-to-public transfer, many of these colleges offer an array of professional and technical programs not available at the public institutions.*

Fifth: Priorities Must be Set. The two proposals identified a broad range of problems and presented comprehensive schemes for solving them. Since realistically not all these problems could be tackled at once, priorities had to be established in order to focus initial project activities. Through the process of consultation between the project director and college personnel, those priorities became clear:

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* It should be noted that we are aware of the financial burden of attending private colleges. Although unrelated to specific transfer articulation or the UCCTOP grant, the College president has been negotiating with area colleges to establish scholarships for RCC graduates. As a result, Boston University has twice awarded two full scholarships, and Suffolk University, Northeastern University, and Mt. Ida College have also designated Scholarships for RCC students.

a) Significant curricular reform must be encouraged and supported. No established forum or resources existed for serious curricular development. As in most community colleges, curriculum development was taking place within academic divisions. Communication about curricular change issues was virtually nonexistent between divisions, and between divisions and the Programs for Academic Services divisions of the College. Some structure and support for a cross-disciplinary approach to curriculum development was imperative.

b) Initial commitments for improved articulation with neighboring private colleges must be pursued. The Massachusetts College of Pharmacy, Emmanuel College and Simmons College were all prepared to support the kind of articulation partnership already in progress with the Wentworth Institute of Technology. The technical and allied health emphasis of many of the anticipated articulated programs indicated a need for special attention to improved instruction in mathematics and the sciences at RCC.

The College decided that, although the Ford proposal emphasized priority (a) and the Cox Charitable Trust proposal was directed toward priority (b), the two emphases went hand-in-hand. The two projects would be administered as one program--The Transfer Opportunities Program--but would maintain separate budgets and activities. We then sought and obtained permission from the Ford Foundation to administer the UCCTOP grant over the course of two full semesters: Spring and Fall 1984.

ACHIEVEMENTS

In general, achievements described in the remainder of this report grew out of and were funded by the UCCTOP project. Funding from the Cox Charitable Trust had little direct affect on decisions made about changes in program, resource allocation, or staff of the UCCTOP grant. It does seem to have had two more subtle (yet important) side effects, however. First, the awarding of two foundation grants significantly raised the college consciousness about the need to increase transfer. And second, the certainty of multi-year funding from the Cox Trust allowed our curriculum reform efforts to dig deeply into the roots of RCC's educational problems. In other words, it gave us confidence to pursue the toughest challenge facing this College: how to turn students unprepared to do college-level work into successful transfer students.

FACULTY WORK GROUP

Six faculty members, representing each of the College's academic divisions, and two staff from the Programs for Academic Support met weekly over the course of the Spring Semester as a Faculty Work Group. Each member chose a specific activity mentioned in the UCCTOP grant as their individual project. The individual projects were designed so there was a reasonable chance that they could be accomplished in the course of the semester. At each week's meeting, members reported on the progress of their project and received advice and ideas from other members. In addition, each meeting featured a "Special Topic" for intensive discussion. Topics included "Models of Teaching Reading," "Faculty Advising" and "Teaching Math". (See Appendix B for sample of meeting minutes.)

The projects pursued by faculty are the most impressive accomplishments of the Transfer Opportunities Program to date. Brief descriptions of these projects follow.

Developmental Mathematics: For the last several years, pre-collegiate Math has been taught in a series of four modules over the course of the semester. Although this system allows for students to "place into" appropriate skill levels and to repeat modules rather than a full course, the failure rate for the modules still averaged 50 percent. Through the efforts of several Faculty Work Group members, the modules were redesigned. Next semester, instructional time will be increased, a Mathematics Learning Center will be created, and new modes of instruction will be utilized.

Mastery Learning of ESL: 24 sections of ESL courses are taught at RCC, all on a semester-long, traditional schedule. One faculty member in that department instituted a mastery learning approach in a beginning-level ESL course, designed the materials to accompany the course, and found the teaching method so effective that she introduced some of the concepts into her other courses. Improvements will be incorporated into these and other ESL courses for Fall 1984.

General Science Concepts: A high percentage of RCC students hold high school equivalency degrees, and other students with high school diplomas have had little or no laboratory science courses. Instructors of introductory science courses such as Biology and Chemistry found themselves spending the first weeks of class familiarizing their students with laboratory equipment and procedures. This Spring, a "General Science Concepts" course was taught in four sections (one in Spanish) to alleviate this problem. The course was so successful that it will become a science prerequisite for those lacking previous courses with labs.

Developmental Skills Program: RCC has never taught developmental reading courses, although faculty name reading skills (along with writing skills) the greatest learning problem facing RCC students. One faculty member intended to develop such a course for introduction in Fall 1984. But after discussions

with Work Group members and the English faculty, she became convinced that single reading courses could not solve the problem. This line of discussion resulted in the designing of a Developmental Skills Program to be offered next Fall. It will enroll 100 students who test at the lowest ranges of English, Math and ESL placement tests. These students will be enrolled in nine credits of Math modules, Social Science or General Science, and a specially-designed English course. The new English course is a combination of developmental reading/developmental writing/learning skills to be taught four days a week, plus a fifth day in a lab section.

This approach means that intensive attention will be given to 100 students with severe educational deficiencies, and that these students will not be forced to compete in courses with students at much higher skill levels. It should also result in less need for "leveling down" other courses in which these students might have enrolled. This Fall's program is considered experimental and will be carefully monitored and assessed for changes in student learning outcomes.

Texbook Readibility Project: It is estimated that RCC students in beginning level English courses have an average reading comprehension level equivalent to the seventh grade. Yet many introductory-level courses use textbooks geared for typical college students. A project was begun to analyze the reading level of these textbooks, using available educational software. Several professors have had their texts analyzed, and discussions have begun about what to do when a significant gap is found between the reading level of RCC students and the reading level of the texts.

Summer Enrichment Program: Another pilot project to be implemented this summer is an intensive nine-credit, three-course Summer Enrichment Program. This is essentially an accelerated learning program for thirty newly-accepted RCC students who have been tested as placing directly into college-level

courses. During the seven-week program they will complete English 101, three math modules, and Introduction to Data Processing. They will receive individualized attention from a newly-hired Transfer Counselor, who will advise these students about transfer opportunities while attending RCC and will monitor their progress after they transfer. The program uses regular full-time faculty who are undergoing training in Mastery Learning Skills and Learning to Learn, and tutorial assistance in all three subjects will be provided. These students will serve as a sort of "test group" to see how well students fare when given special instructional, tutorial and counseling assistance.

Course Equivalency with UMass/Boston: As far as can be determined, the majority of our students who transfer attend UMass/Boston. UMass has developed a "Course Equivalency Guide" that assigns major, elective, or no credit to each course taught at area colleges. Although this guide has been available in the past, faculty had never reviewed it with an eye for revising RCC courses to make them acceptable for transfer to UMass. The guide was distributed by a member of the Work Group to division chairpersons, and some attempts are being made to align RCC courses more closely to UMass requirements.

Transferring Career Programs: A number of students who complete a "terminal" degree in business management at RCC eventually transfer to the Business Program at Suffolk University to obtain a bachelor's degree. One faculty member investigated whether these "career" students experienced particular difficulties upon transfer. No major problems were uncovered, but lines of communication were opened in case some do arise.

La Guardia Community College: Given the emphasis on improving developmental courses at RCC, the Faculty Work Group organized a one-day trip to visit the much-acclaimed developmental skills program at La Guardia Community College.

Improving Faculty Advising: Several meetings were held with the College's Standing Committee on Advising and Retention. While the original intent was to co-sponsor workshops on faculty advising, the faculty are not convinced that workshops are the best way to go on this. Just what kind of information will assist faculty in improving their advising and how to impart that information has yet to be agreed upon. A Faculty Advising Handbook has recently been distributed and discussions are underway to design a workshop for Fall Faculty Orientation.

At the final Spring meeting of the Faculty Work Group, members urged continuation of a similar group for next fall to build upon these curricular and academic initiatives and to monitor the newly developed Fall courses. They also reported that the Work Group had served another important purpose: it allowed for on-going discussion of academic change issues between faculty and academic support services' staff, and among faculty across disciplines. When airing problems they were encountering in their own classes, faculty members found that those in other disciplines had encountered--and were attempting to solve--similar difficulties. The significance of this development for Roxbur, Community College cannot be overemphasized. As on staff member remarked, "This group has brought about an integration of people from different areas who for a long time hadn't shared anything."

TRANSFER FOLLOW-UP STUDY

It became clear early in the Program that RCC lacked any concrete information on patterns of students transfer or problems students were encountering in the transfer process. Without this information base, our decisions about program priorities were founded more on conjecture than on fact. This pointed to the need for a basic study on patterns of student transfer to answer such questions as: What type of RCC students seek to transfer? Are

they usually admitted? When a student transfers to a four-year college, how many of their credits are accepted for transfer? Are we giving all our students a solid educational foundation, or are students in certain areas of study experiencing more difficulty succeeding than in other areas? What are the most popular transfer institutions? How many of our students who transfer actually receive a degree?

We approached this study by selecting two graduated classes from RCC (1981, 1982) and following up on their possible transfer experience. For each student in the study, we determined which colleges within the Commonwealth they had sent transcripts to. All pertinent data on these students was noted. We then wrote the appropriate institution(s) asking for specific follow-up information on the students.

At present, these follow-up responses are being returned and tabulated (see Appendix C for sample). Once they are all returned, the data will be analyzed statistically and findings will be used to improve planning for improving the transfer function. One preliminary finding, for instance, indicates that 80 percent of those graduating with "transfer" degrees, and 65 percent of those graduating with "career" degrees, have requested that their transcripts be sent to at least one four-year college. Clearly, this implies the need for a strong general education core requirement in "career" as well as in "transfer" programs.

TRANSFER WORKSHOPS

This year the College presented a series of four events entitled "Life After RCC". Each event had a theme (Liberal Arts, Business & Secretarial, High Tech, and Education, Health and Human Services). The purpose of the series was to focus on the careers, jobs, and transfer opportunities available

to students. An example of the transfer aspect of the "Life After RCC" focusing on Liberal Arts is outlined below.

10/19	Transfer Day	Visits from five Colleges with Liberal Arts Programs
10/20	Workshops	1. Follow-up information on colleges who participated in the Transfer Day 2. "What to Expect" - feedback from alumni who have transferred 3. Assistance with completing admissions applications to colleges 4. Assistance with completing financial aid applications

Each transfer workshop addressed issues such as fee waivers, SAT exams, credits accepted, Transfer Compact, neatness of application, deadlines, essays, resources, majors, and adjustment to four-year institutions.

A workshop, rather than course, format was chosen for several reasons. First, such a course does not count toward transfer credits, so transfer-bound students are reluctant to take such a course. Second, student interest in this subject peaks around application deadline periods and is unlikely to be sustained over the course of a semester.

The "Life After RCC" series will continue next year, and the Counseling office hopes to schedule transfer workshops once a week at a designated time.

MEMORANDUM OF AGREEMENT

As the student body at RCC increases (up almost 300 percent in the last five years) and interest in transfer increases, additional counselors with expertise in transfer issues will be needed. Through support from our two funding agencies, a full-time Transfer Counselor will begin work in early July. The Director of the Transfer Opportunities Program and the Dean of Student Services are in the process of signing a Memorandum of Agreement

that spells out the commitments of both parties to this position (see Appendix D).

ARTICULATION AGREEMENTS

RCC is at various levels of discussion on articulation with ten area private colleges. Most immediately, we are concentrating on the four colleges identified as "linking institutions" in the Cox Charitable Trust proposal. Up to 18 students will cross-register for courses at the Wentworth Institute of Technology next academic year. If they successfully complete those courses and wish to pursue a degree in one of Wentworth's program areas, they will be accepted for transfer there after graduation from RCC in Spring 1985. The same articulation model is being pursued with the three other neighboring colleges (Simmons, Emmanuel, and Mass College of Pharmacy).

SUMMER CONSULTATION: CURRICULUM ALIGNMENT

A critical component of successful student transfer is that RCC courses are equivalent to the courses taught in the linking institutions and that these colleges recognize them as such. This summer we are taking an initial step in that direction by having our faculty meet with faculty at the linking institutions to compare course syllabi, textbooks, final exams, etc. Our faculty will be asked to (a) identify places where our courses differ from the equivalent courses in the four-year colleges, and (b) propose strategies for how those differences might be resolved. In the Fall, those strategies will be brought before the appropriate departments and curriculum committee for resolution. We realize that this is not a clear-cut process; rather, it is likely to raise some of the toughest teaching and learning dilemmas facing the College. Nonetheless, we feel it is an important part of increasing successful transfer.

TRANSFER OPPORTUNITIES ADVISORY COMMITTEE

An advisory committee to the Program was convened in late Spring. The Committee, which is chaired by a student, represents every constituency of the College and is charged with reviewing and monitoring the Work Plan (see Appendix E) and budget, providing advice, ideas, and feedback about project activities, and communicating information about the Program to their constituencies. The Advisory Committee will continue to meet through the duration of the project on a monthly basis.

MINORITY RETENTION CONSORTIUM

Boston's college and universities have recently joined forces to improve retention rates for minority graduates of the Boston Public Schools. The project director of the Transfer Opportunities Program serves as RCC's representative to this Fenway Retention Consortium, which is also funded by the Cox Charitable Trust. The project director finds this an excellent forum for discussing the progress being made at RCC to improve transfer and for informing four year colleges about the particular difficulties faced by minority students when transferring into the more traditional private institutions.

MEETING ORIGINAL OBJECTIVES

Our UCCTOP proposal promised to meet six general objectives. Below is a summary of achievements thus far and how we plan to go about addressing unfinished objectives.

(1) Curriculum Development

Curriculum development has been the primary focus of project activities to date (see "Achievements"). Much of the emphasis thus far has been on improving developmental-level courses,

because these serve as the learning foundation for most RCC students. RCC faculty are convinced that reform of the most basic courses offered by the College must precede improvements in introductory and upper-level courses. This Summer's Curriculum Alignment consultations will provide much-needed information on how to begin improvement of transfer courses.

(2) Decrease Student Attrition

We made a conscious decision not to pursue specific retention activities such as a study of attrition patterns or follow-up phone calls to drop-outs. Although unarguably an important issue in successful transfer, we thought it too big to tackle with piecemeal strategies. Instead, we believe decreased attrition will be an outcome of our curricular reform activities rather than a set of activities in and of itself. In the meantime, the college's Advising and Retention Committee continues to address this issue.

(3) Increase Coordination and Planning

Increased coordination and planning is one of the major outcomes of the Program thus far. Faculty Work Group Meetings, Transfer Advisory Committee meetings, the Program work plan, and findings from the Transfer Follow-Up Study have all contributed to improved planning and coordination. RCC is a relatively small institution, so improved communication is easy once the program and structures have been implemented and an atmosphere of cooperation has been established.

(4) Expand Faculty Advising Responsibility

As mentioned earlier, this is one objective where initial discussions have begun, but nothing concrete has transpired. This must remain a Program objective, since faculty themselves acknowledge the need to improve their advising role. Therefore, this objective will be a priority project for next semester's Faculty Work Group.

(5) Increase Student Services Assistance

As promised, the Counseling and Placement Services Office did design and offer a workshop on transfer and will do so again next year. The counselors did not utilize released time to develop the workshops, as budgeted in the proposal.

(6) Develop Articulation Agreements

Progress continues with three area colleges, although we are not yet the point of signing agreements. Our agreement with Massachusetts College of Pharmacy should be formalized this Fall, and those with Simmons and Emmanuel by Spring 1985.

One objective not appearing in the original proposal--but which has been a significant project activity--is Establishing a Data Base. Some funds from the "Consultants" budget item were used to collect initial data on our students.

In short, we have actively pursued four of the original proposal objectives and have added an additional one. One original objective is being viewed as an intended outcome of other activities, and the remaining objective is slated for attention in the Fall.

All program changes have been described. The only other change in resource allocation is in the "consultant" category, where the competency-based learning consultant was reimbursed from Cox Charitable Trust funds. No changes were made in program staffing.

SUSTAINING PROGRAM OUTCOMES

The most significant program outcome to date--curriculm development through the efforts of the Faculty Work Group--will continue after Stage I of UCCTOP ends. That is, courses developed by the faculty are now included in the permanent course schedule. The success of the Faculty Work Group seems to indicate that this, or some other similarly constituted curriculum development committee, should become a standing committee of the College. It has been decided that service in this group will count toward tenure and promotion decisions, so even if money cannot be found to support faculty released time, an incentive for faculty participation has been built in.

The objective of developing articulation agreements is institutionalized when the agreements are signed and the students begin to transfer into designated programs. How well our articulation agreements actually work over

the next several years must be closely monitored by faculty, by counselors, by the registrar, and by follow-up with our students.

Improvements in providing transfer information to students has become an on-going responsibility of the Counseling and Placement Services Office. As more and more colleges recognize the potential of RCC transfer students, additional interest in providing information to our students will result. Funding for the new Transfer Counselor from grant support will be phased out by 1986 and will be replaced from the College's State-Supported budget.

We have not yet designed a way to make collecting data on transfer student follow-up an on-going activity. The need for such a system is undeniable, and we will be looking for models and suggestions on how to do this.

In summary, the UCCTOP has had a galvanizing effect on Roxbury Community College's commitment to the transfer function. It comes at a propitious time in RCC's development--a time when the Commonwealth of Massachusetts will break ground this year for a permanent campus for the College; a time when the appointment of a new president with astute leadership skills awakens the business, political, cultural, and educational communities to the potential importance of RCC; and a time when the elected political leaders--from the governor to the newly elected mayor--are all expressing strong support for the College. All these events point to the continued growth and vitality of Roxbury Community College. The Transfer Opportunities Program has already had a significant impact on the College, and we expect the impact to continue for the benefit of the greater Roxbury community, the city of Boston, and the Commonwealth of Massachusetts.

APPENDIX A

TRANSFER OPPORTUNITIES PROGRAM

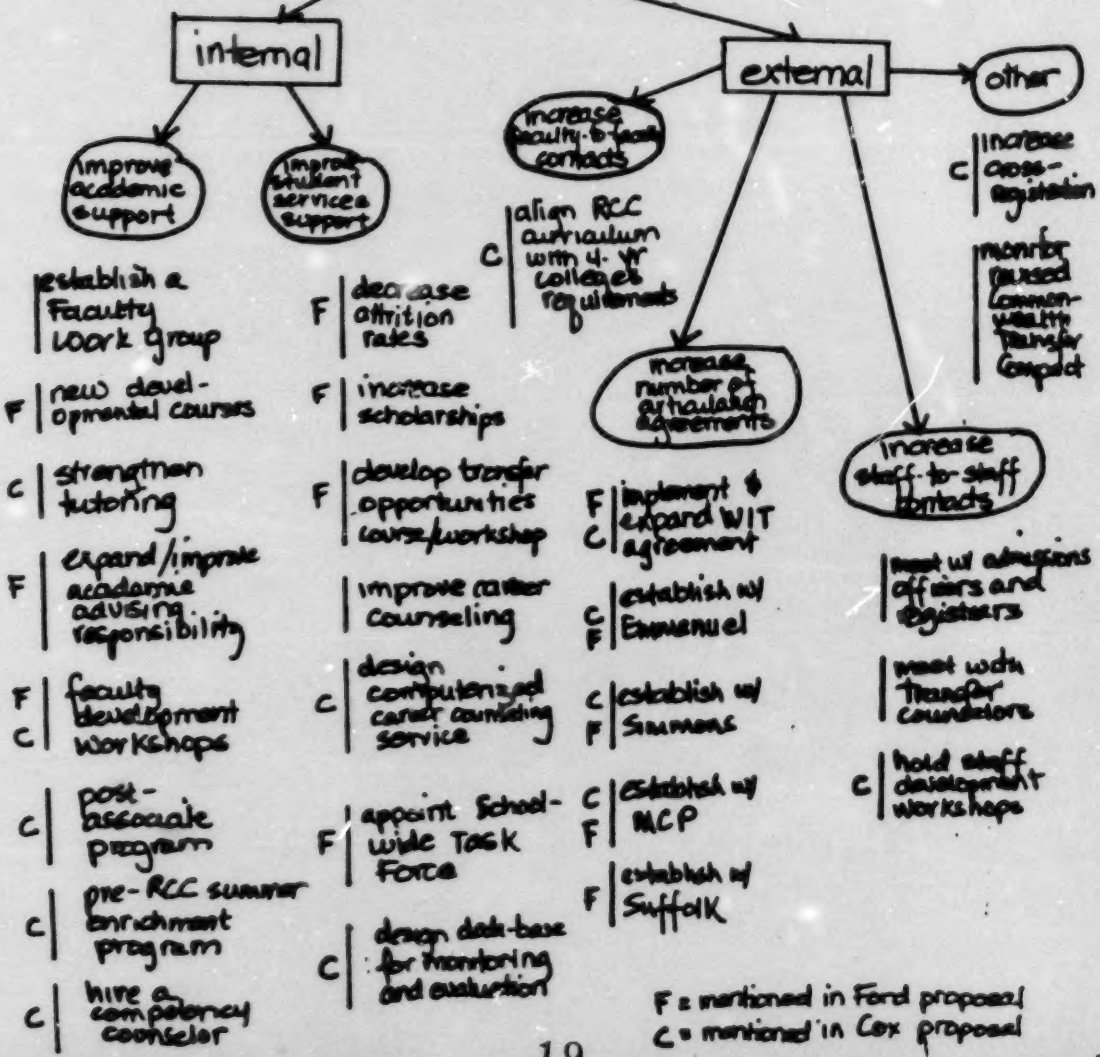
GOAL:

To improve transfer opportunities at RCC

OBJECTIVES:

- increase the number (%) of students transferring
- ease the transfer process for students
- improve academic and support services for students
- prepare students so they can succeed after transferring
- increase contacts and agreements with other colleges & universities

ACTIVITIES:



F = mentioned in Ford proposal
C = mentioned in Cox proposal

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APPENDIX

The Commonwealth of Massachusetts
Roxbury Community College
625 Huntington Avenue
Boston, Massachusetts 02115

FACULTY WORK GROUP

Transfer Opportunities Program

MINUTES of MEETING OF MARCH 26, 1984

Attending:

George Campbell
Michele Foster
LeSola Morgan (Chaired Meeting)
Aggrey Mbere
Anne-Marie McCartan
Kathy Riley
Jean-Claude Saint-Louis
Georgia Weetman
Doris Woods

Absent:

Marta Bolivar

1:05 p.m.

Minutes of March 12. Approved.

Individual Projects. The Summer Enrichment Program (due to the efforts of George and LeSola) has already posted teaching positions, has arranged for training sessions for faculty and tutors, and has asked faculty to identify potential students. Nine, rather than six, credits will be awarded upon successful completion of the program. Two training consultants will be paid $1,000. Faculty in the program will receive $1,500 to a)go through the training, b) document materials, and c) be responsible for an evaluation report. Their teaching time will be reimbursed at $20/hour. Tutors will receive $10/hour and $400 for the training.

Kathy Riley reported her work on developing and teaching a mastery learning ESL course under the sponsorship of the Ford Foundation grant.

Jean-Claude reported that he had made available to the division chairs copies of course equivalencies at UMass-Boston for RCC courses.

One issue was suggested as a future Special Topic: that is, how to have the same kind of "course equivalency" guide for all major transfer institutions that UMass-Boston provides.

LaGuardia-Essex Co. Trip. The visit to LaGuardia has been scheduled for May 17 at 9:30 a.m. George is still working on the Essex Co. trip.

Special Topic: Textbook Readability . Michele reported on progress to date. She has analyzed reading level of materials and books she has received thus far, which isn't many. She recently reported the project objectives to the Social Science, Humanities, English and Early Childhood Division faculty, Their reaction was that even if there was found to be a gap between student

reading level and textbook reading level, they would prefer to improve student reading rather than lowering the level of texts. The Faculty Work Group seemed to agree.

George suggested several ideas, including hiring consultants to see if they could identify textbooks with comparable content but lower reading level. Kathy suggested we need further discussion about how reading should be offered rather than simply teaching the scheduled sections of EN94 and EN95.

Michele was urged to continue the Textbook Readability study until more conclusive data is gathered. The Work Group decided to schedule this issue (models of teaching reading) as a Special Topic in April. Other faculty and staff that should be invited are:

Everest Onuoha, Denise Sawyer-Johnson, Dean DeVaughn, Tom Reeves, and Roberta Sool.

Future Meetings. The April 2 Special Topic will be Faculty Information and Training program to improve transfer advising by faculty (A. Mbere).
The April 16 meeting has been rescheduled for April 18 (Wednesday) at 1:00.

2:15

APPENDIX C

STUDENT INFORMATION						TRANSCRIPTS		FOLLOW-UP					
Name Social Security Number	Sex	Major	#Credits Earned	GPA	Degree year	Sent To:	Date	completed application Y/N	Accepted Y/N	Enrolled Y/N Year	#RCC credits accepted	Major	Graduated Y/N Year
Cooper, Peter 123-45-6789	M	Business Adm.	63	3.12	A.S. 6/82	Suffolk Univ. UMass. Boston Salem State Coll.	9/80 9/80 5/81	No yes Yes	No Yes	yes/1981	53	Business	Yes 5/83
Spencer, Marlene 987-65-4321	F	Early Childhood	66	3.57	A.A. 6/81	Lesley College Simmons College UMass.Boston	9/81 10/81 10/81	No yes Yes	Yes Yes	never enrolled Yes/5/82	58	Education	Yes 5/84
Walters, Richard 012-34-5678	M	Liberal Arts	65	2.58	A.A.	None							

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APPENDIX D

The Commonwealth of Massachusetts
Roxbury Community College
625 Huntington Avenue
Boston, Massachusetts 02115

M E M O R A N D U M of A G R E E M E N T

between

Transfer Opportunities Program and Counseling and Placement Services

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PURPOSE: This Agreement recognizes the crucial role that counseling plays in enhancing transfer opportunities for Roxbury Community College students. Therefore, the purpose of this Agreement is to specify activities to be carried out pertaining to and supported by the Ford Foundation and the Jessie B. Cox Charitable Trust grants.

COMMITMENT from COUNSELING AND PLACEMENT SERVICES:

1. Provide on-going transfer counseling to RCC students.
2. Maintain a log of all students who indicate an interest in transferring.
3. Keep abreast of new trends and programs at other colleges and universities, and collect updated resource and reference material on these colleges for students use.
4. Assist students intending to transfer with obtaining college catalogues, application forms, financial aid forms, and application fee waivers.
5. Hold at least one annual College Fair.
6. Plan and offer a transfer opportunities course or workshop(s).
7. Serve as counselor to students in the Summer Enrichment Program:
   a. Initial interviews--group or individual.
      1) Design in-take form to collect relevant biographical data.
   b. Exit interviews at close of program.
   c. On-going counseling while at RCC.
8. Serve as counselor to students cross-registering at area colleges under the Transfer Opportunities Program:
   a. On-going counseling while at RCC.
   b. Monitor progress after transfer.

9. Work closely with Transfer Opportunities Program staff and related committees on project activities related to counseling.

10. Serve on Transfer Opportunities Advisory Committee.

11. Coordinate on-campus visits from colleges and universities.

12. Help design facutly and staff development workshops on student transfer.

13. Attend conferences and meetings relative to transfer articulation.

14. Provide monthly reports on work completed relating to the above.

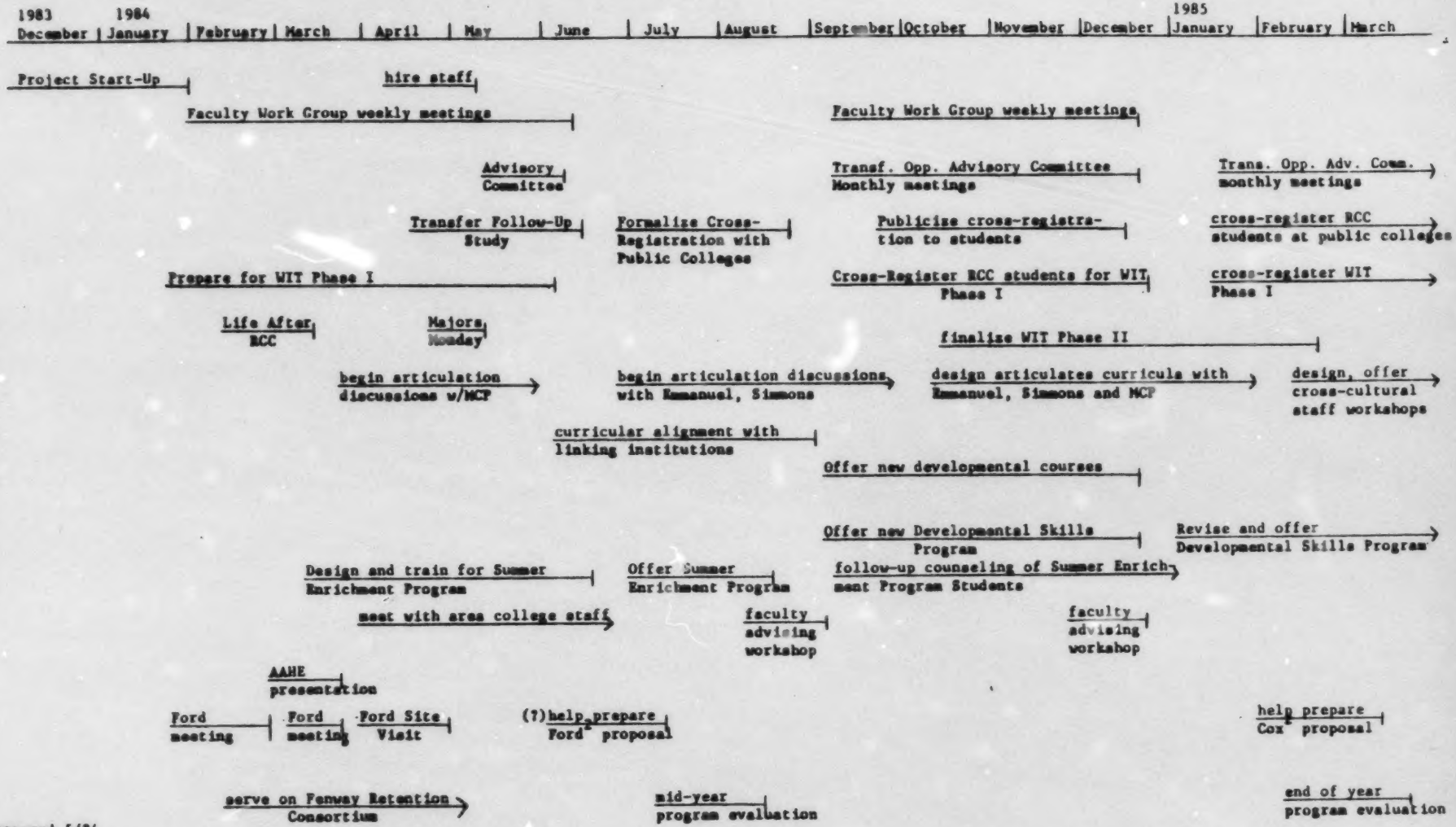
COMMITMENT from TRANSFER OPPORTUNITIES PROGRAM

Provide support for personnel at the rate of one full-time counselor for a minimum of ten months.
Hiring and assignment of duties are at the discretion of the Dean of Student Service.

Dean of Student Services	Director, Transfer Opportunities Program
Date	Date

WORK PLAN

TRANSFER OPPORTUNITIES PROGRAM



APPENDIX E

prepared 5/84

BEST COPY AVAILABLE

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

SEP 27 1985